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ABSTRACT

Comparison studies were made of the academic progress of junior college transfers, four-year college transfers, and continuous juniors (natives) at the University of Illinois, as measured by mean grade point average (GPA), academic status, and continued enrollment through the two years after transfer; of the performance after transfer with that before transfer on the basis of mean GPA; and of junior college transfers, four-year college transfers, and continuous juniors in 12 subject matter areas on the basis of mean GPA during the 1973-74 and 1974-75 academic years. The data resulting from the studies led to the following conclusions: (1) junior college transfers enter with pretransfer GPA's approximately equivalent to that of native juniors, while four-year college transfers enter with slightly lower GPA's; (2) junior college transfers experience a first semester drop of about .51 in GPA below their pretransfer GPA and the four-year college transfers and natives, however, this loss in GPA is greatly recovered by the end of the fourth semester; (3) retention of junior college and four-year college transfer groups is approximately equal for the first semester at .92 and .93, respectively; (4) junior college transfers experience more academic difficulty after transfer than do four-year college transfers or natives, as measured by probation and drop rates; (5) the junior college transfer group performed at nearly the "B" level during the fourth semester at the university; (6) native juniors have higher retention rates than do four-year or junior college transfers; (7) transfer students have higher academic probation and drop rates than native juniors, and junior college transfers have higher probation and drop rates than do four-year college transfers; and (8) junior college transfers consistently achieve at a lower GPA than the other two groups in the 12 subject areas studied, and natives generally perform best in almost all subject areas. (JDS)

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Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign Fall, 1973 Group

by

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Research Memorandum 76-8

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Comparison of Transfer and Native Student Progress

at the University of Illinois at Urbana-Champaign

Fall, 1973 Group

Purpose

The purpose of this study is to compare the academic progress of two-year college transfers, four-year college transfers, and continuous juniors (natives) at the University of Illinois at Urbana-Champaign as measured by mean grade point average (G.P.A), academic status, and continued enrollment or retention through the two years after transfer. A secondary purpose is to compare the performance for each group after transfer with performance before transfer on the basis of mean grade point average. In addition, two-year college transfers, four-year college transfers, and continuous juniors are compared in twelve subject matter areas on the basis of mean grade point average during the 1973-74 and 1974-75 academic years.

Method

Three groups of students are included in this study. Two-year college transfers include all of the new and readmitted students to the University of Illinois at Urbana-Champaign for the 1973 fall term who had completed 12 or more semester credit hours before transfer and whose institution of last attendance was a community or junior college. Four-year college transfers include all new and readmitted transfer students who had completed 12 or more semester equivalent hours of transfer credit and whose institution of last

attendance before transfer was a four-year college or university. The native students include all 1973 fall term continuing juniors who entered as beginning freshmen at the University of Illinois at Urbana-Champaign and had completed more than 60 and less than 90 semester hours of college credit while in continuous enrollment at the University of Illinois at Urbana-Champaign. The two-year college and four-year college transfer groups include students with less than 60 semester hours of college credit and may include a few students with more than 90 semester credit hours. The groups include 817 community and junior college transfers, 1,136 four-year college transfers, and 3,542 continuous juniors (natives) which is the total population of students in each of the three groups for the 1973 fall semester.

This study doesn't attempt to account for differences in academic performances related to variance in pre-admission academic and nonacademic variables among the three groups of students studied. In a study of achievement by transfer and native students at the Urbana-Champaign campus, Wermers[1] found

> ". . . that junior college transfer students rank lower than four-year transfer students and natives on ACT, HSPR, and SES junior college transfer students also scored lower than the four-year groups on standard scores achieved on the CLEP General Examinations, the common criteria of achievement. Differences between natives and four-year transfers on ACT, HSPR, SES, and CLEP scores were not as clear.

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[1]Donald J. Wermers, Summary of "Achievement by Junior College Transfer, Four-Year College Transfer, and Native Juniors as Measured by the CLEP General Examinations." University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 72-5, March, 1972.

> "Differences on mean CLEP scores among the groups diminished when the control variables were applied in the analysis of covariance technique. . . The results of this study seem to indicate that, generally, students who completed lower division requirements in junior colleges, and then transferred to the University of Illinois progressed academically during the first two years of college at a pace equivalent to students who completed lower division requirements in four-year institutions." [Note: ACT (American College Test); HSPR (High School Percentile Rank); SES (Socioeconomic Status); CLEP (College Level Examination Program)].

Since differences in characteristics of the students transferring from each of the three types of colleges are not accounted for in this study, it is inadequate to serve as a basis for inferences concerning the independent effects of type of institution attended on academic achievement and success after transfer. Neither do the controls justify inferences about the independent effect of a specific community or junior college or four-year college on the academic performance of transfers from the institution. The study simply reports the academic progress and success of the three groups without accounting for the source of any variance which occurs among the groups. The two-year college transfers come predominantly from the public community colleges and will be referred to as the community college group.

First Semester Success

Table 1 presents a summary of transfer and native student progress for the four-semester period from fall, 1973 through spring, 1975, including summer, 1975 graduates. The community college group of 817 transfers entered in the

TABLE 1

Summary of Transfer and Native Student Progress
University of Illinois at Urbana-Champaign
Fall 1973 Group

Semester (1)	Two-Year Colleges (2)		Four-Year Colleges (3)		Continuous Juniors (4)	
Fall, 1973						
Number of Transfers	817		1,136		3,542	
Mean Transfer G.P.A.		4.09		3.99		4.05
Mean First Term G.P.A.		3.58		3.86		4.02
Change in Mean G.P.A.		-.51		-.13		-.03
Status:						
Graduated	0	(0%)	3	*	0	0%
Clear	608	(75%)	949	(84%)	3,257	(92%)
Probation	147	(18%)	107	(10%)	165	(4%)
Dropped	27	(3%)	27	(2%)	61	(2%)
Withdrew	35	(4%)	50	(4%)	59	(2%)
Retention Ratio	755	.92	1,059	.93	3,422	.97
Spring, 1974						
Number of Transfers	724		996		3,374	
Mean Transfer G.P.A.		4.14		4.01		4.08
Mean Second Term G.P.A.		3.73		4.00		4.13
Change in Mean G.P.A.		-.41		-.01		.05
Increase over 1st Term		.15		.14		.11
Status:						
Graduated	4	(1%)	41	(4%)	233	(7%)
Clear	557	(77%)	844	(35%)	2,928	(87%)
Probation	95	(13%)	61	(6%)	127	(4%)
Dropped	46	(6%)	29	(3%)	40	(1%)
Withdrew	22	(3%)	21	(2%)	46	(1%)
Retention Ratio	656	.80	949	.84	3,288	.93

*Less than one percent.

**Retention Ratio: This proportion of the total Fall 1973 group which has been graduated or completed the term on clear or probationary status.

TABLE I (Cont.)

Summary of Transfer and Native Student Progress
University of Illinois at Urbana-Champaign
Fall 1973 Group

Semester (1)	Two-Year Colleges (2)		Four-Year Colleges (3)		Continuous Juniors (4)	
Fall, 1974						
Number Re-enrolled	616		854		2,920	
Mean Transfer G.P.A.		4.16		4.05		4.11
Mean Third Term G.P.A.		3.83		4.03		4.17
Change from mean G.P.A.		-.33		-.02		+.06
Increase over 2nd Term		+.10		+.17		+.15
Status:						
Graduated	11	(2%)	50	(6%)	366	(12%)
Clear	519	(84%)	725	(85%)	2,418	(83%)
Probation	51	(8%)	54	(6%)	93	(3%)
Dropped	22	(4%)	10	(1%)	19	(1%)
Withdrew	13	(2%)	15	(2%)	24	(1%)
Retention Ratio	585	(.72)	873	(.77)	3,110	(.88)
Spring, 1975						
Number Re-enrolled	542		745		2,367	
Mean Transfer G.P.A.		4.17		4.03		4.13
Mean Fourth Term G.P.A.		3.96		4.12		4.19
Change from mean G.P.A.		-.19		+.09		+.06
Increase over 3rd Term		+.16		+.09		+.02
Status:						
Graduated	295	(54%)	377	(52%)	1,992	(84%)
Clear	213	(39%)	346	(46%)	346	(15%)
Probation	26	(5%)	16	(2%)	19	(1%)
Dropped	2	(1%)	3	**	3	**
Withdrew	6	(1%)	3	**	7	**
Retention Ratio	549	.67	833	.73	2,956	.83
Summary (End of 4th Semester)						
Graduated	301	(37%)	454	(40%)	2,591	(73%)
Clear (Continued)	212	(26%)	338	(30%)	346	(10%)
Pro (Continued)	26	(3%)	14	(1%)	19	**
Dropped	68	(8%)	52	(5%)	3	**
Withdrew	72	(9%)	79	(7%)	7	**
Left on Clear	100	(12%)	161	(14%)	NA	--
Left on Pro	38	(5%)	38	(3%)	NA	--
Retention Ratio	.66		.71		.83	

*Less than one percent.

**Retention Ratio: This proportion of the total Fall 1973 group which has been graduated or completed the term on clear or probationary status.

fall of 1973 with a pre-transfer grade point average of 4.09 (C = 3.0). The community college group achieved a 3.58 mean first term G.P.A. which is .51 less than these same students achieved before entering the university. This drop in G.P.A. is similar to previous years: a .39 decrease for the 1972 junior college group,[2] a .42 decrease for the 1971 junior college group,[3] a .39 decrease in 1970,[4] and a .37 drop in 1969.[5] A total of 1,136 four-year college transfers entered with a pre-transfer grade point average of 3.99, and this group achieved a mean first term grade point average of 3.86. The 3,542 continuous juniors had accumulated an average G.P.A. of 4.05 and achieved a 4.02 grade point average during the first term of the junior year, which is higher than the other two groups and slightly higher than the G.P.A. achieved by native juniors in previous years.

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[2]Ernest F. Anderson, "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," 1972-73 Academic Year, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 75-14, December, 1975.

[3]Ernest F. Anderson, "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," 1971-72 Academic Year, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 74-9, June, 1974.

[4]Ernest F. Anderson, "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," 1970-71 Academic Year, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memornadum 72-2, January, 1972.

[5]Ernest F. Anderson, "Summary of Transfer Student Progress at the University of Illinois at Urbana-Champaign," Fall 1968 and 1969 Transfers, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 70-24, December, 1970.

Data presented in columns 2, 3, and 4 of Table 1 indicate that the mean transfer G.P.A.'s for all three groups were more divergent from each other than in previous years (community college 4.09, four-year 3.99, native 4.05). Continuous juniors achieved a lower G.P.A. (4.02) while four-year transfers fell slightly to 3.86 and community college transfers experienced the greatest decrease of all from 4.09 to 3.58. As demonstrated by previous studies, this drop in mean G.P.A. for community college transfers has occurred repeatedly over the past several years. Although an analysis of the factors influencing this drop is not readily available, it is clear that junior college transfer students consistently suffer this drop in mean G.P.A., or experience what some have labelled "transfer shock." The "transfer shock" is illustrated in Figure 1 which demonstrates graphically the differential achievement of the groups over the four semesters studied.

At the end of the first term, the native juniors had the highest proportion of students on clear status (92%) followed by the four-year college transfers (84%), with the junior college group having the lowest proportion (75%) in this status. The community college group had the highest percentage of students on probation (18%) while ten percent of the four-year transfers and four percent of the continuous juniors were on probation at the end of the first term. Although a very small percentage of all groups was dropped for academic reasons, the community college group shows the highest proportion of these students (3%)

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[6]Anderson, op.cit., December, 1975.

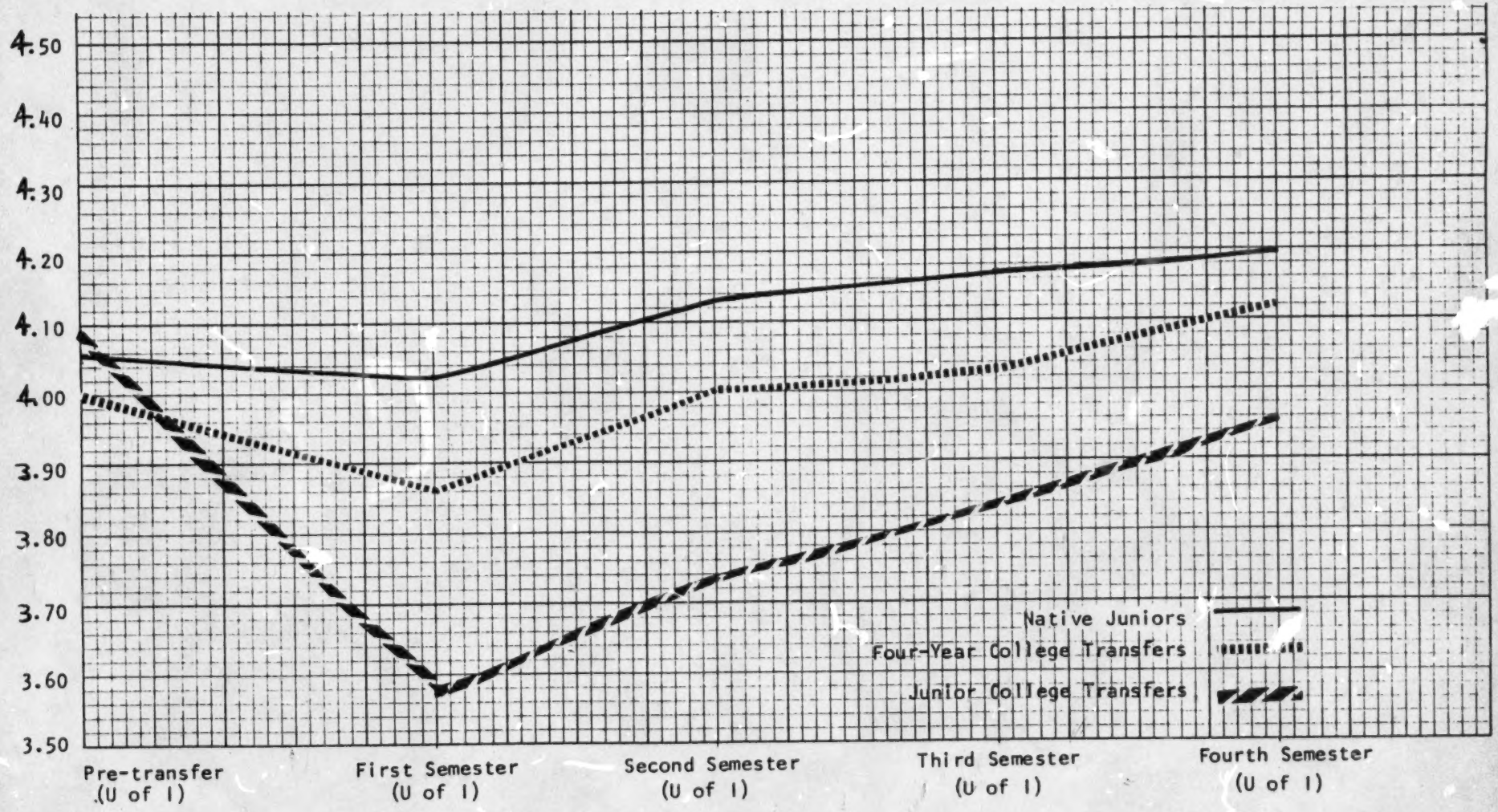

FIGURE 1. Transfer and Native Student Grade Point Average by Semester

with both four-year and native groups with about two percent dropped. This is similiar to the pattern found for the fall, 1972 groups.[6] Among students who officially withdrew during the semester, the community college and four-year transfers had an equal percentage (4%) while two percent of the continuous juniors withdrew. At the end of the fall, 1973 semester, 92 percent of the community college transfers, 93 percent of the four-year college transfers, and 97 percent of the continuous juniors had either graduated or were on clear or probationary status and eligible to re-enroll for the second semester (see Figure 2). These retention ratios are similar to the ratios reported at the end of the first semester for the 1972,[7] 1971,[8] and 1970[9] groups.

These data demonstrate that even though the community college group achieved a .28 lower first term grade point average than the four-year college group, they were only slightly more persistent during the first semester than the four-year college group when evaluated in terms of the total proportion of students who re-enrolled on clear or probationary status for the second semester. Eighty-nine percent of the original population of the community college group re-enrolled while 88 percent of the four-year transfers and 95 percent of the natives returned.

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[7]Anderson, op.cit., December, 1975.

[8]Anderson, op.cit., June, 1974.

[9]Anderson, op.cit., January, 1972.

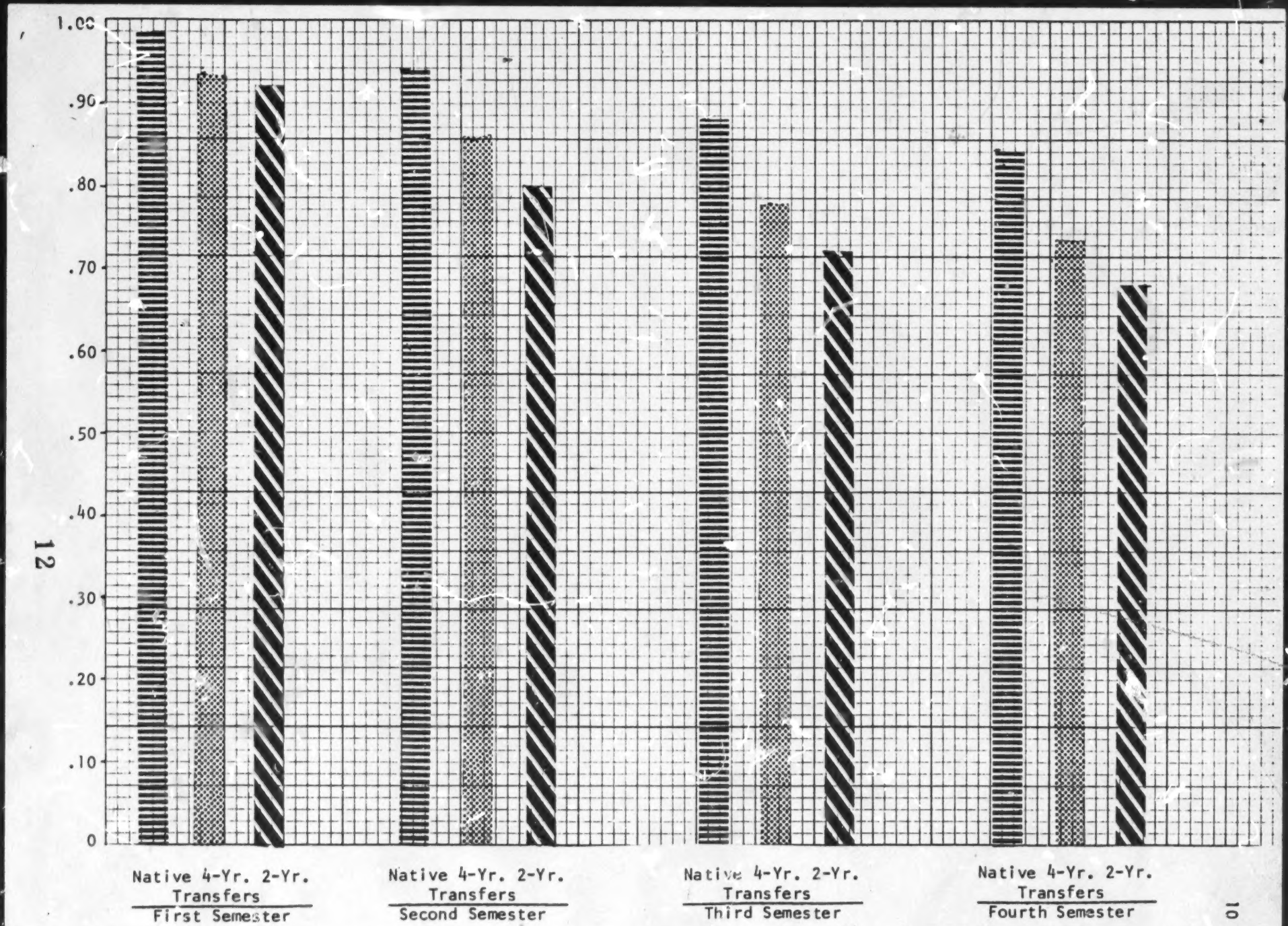

FIGURE 2. Retention Ratio by Type of College of Last Attendance and Semester of U of I Attendance

Second Semester Progress

The mean G.P.A. and academic status of community college transfers, four-year college transfers and native juniors who returned for the spring semester are shown in Table 1. Students in all three groups who re-enrolled for the second semester had achieved pre-transfer or lower division grade point averages slightly higher than the pre-transfer grade point averages achieved for all the students in their groups at the beginning of the fall semester. The mean transfer G.P.A.'s for the students who re-enrolled was calculated for each group and was slightly higher (.03 to .05) than the mean for the original 1973 fall groups. This almost exactly duplicates the pattern observed in the 1972 and 1971 fall groups.

The differences between the pre-transfer or lower division (for natives) grade point average and the second semester grade point average for the groups was -.41 for the community college transfers, -.01 for the four-year college transfers, and +.05 for the native juniors. In comparing the first and second term mean G.P.A.'s, the community college group increased the mean second term G.P.A. by .15, the four-year group by .14, and the native juniors increased by .11. One hypothesis to explain the increase in G.P.A. is that those students returning for the second semester were higher achievers than the total group present for the fall. Table 2 shows the mean transfer G.P.A.'s of students who did not return. It is clear that dropped students transferred with mean G.P.A.'s about .40 below the total group average, and students who left on probation were about .25 below the mean transfer G.P.A. However, the actual

TABLE 2

Pre-Transfer GPA of Transfer Students Leaving the University
By Type of Institution of Last Attendance
University of Illinois at Urbana-Champaign
Fall 1973 Groups

Semester and Academic Status (1)	Jr College Transfers No. (2)	Jr College Transfers Pre-Transfer GPA (3)	Four-Year Transfers No. (4)	Four-Year Transfers Pre-Transfer GPA (5)
First Semester				
Withdrew	35	3.88	50	4.00
Dropped	27	3.76	27	3.51
Left on Probation	0	--	0	--
Left on Clear Status	0	--	0	--
Total	62	3.82	77	3.75
Mean Transfer GPA for All Transfers	817	4.09	1,136	3.99
Second Semester				
Withdrew	22	4.21	21	3.93
Dropped	46	3.72	29	3.58
Left on Probation	14	3.93	15	3.82
Left on Clear Status	24	4.06	47	3.98
Total	106	3.98	112	3.83
Mean Transfer GPA for All Transfers	724	4.14	996	4.01
Third Semester				
Withdrew	13	4.22	15	3.83
Dropped	22	3.79	10	3.60
Left on Probation	12	4.08	13	3.53
Left on Clear Status	48	4.05	64	4.08
Total	95	4.03	102	3.76
Mean Transfer GPA for All Transfers	616	4.16	854	4.05

difference between the mean G.P.A. of all transfers and the "leavers" was small (.18 for community college, .14 for four-year transfers) and the slight difference in mean transfer G.P.A. between the first and second semesters (.02 to .05) indicates this hypothesis is not sufficient to explain the increase in G.P.A. Another possibility used to explain the increase in G.P.A. in the community college group is "transfer shock," which they experience the first semester after transfer. As was stated earlier, in comparing the first and second term mean G.P.A.'s the community college group increased the mean G.P.A. by .15; the four-year college group mean G.P.A. increased by .14; and the native mean G.P.A. increased .11 from the first semester to the second. It appears then, that both two-year and four-year transfer students experience "transfer shock" as both achieve lower first term G.P.A.'s than native students and both groups increase these G.P.A.'s by almost the same amount during the second semester. In the study of the Fall, 1972 groups, it was stated that "four-year transfer students do not suffer transfer shock."[10] It would appear in this study that four-year transfer students did suffer "transfer shock," although this effect was not as great on four-year transfers as it is on community college transfers. These data demonstrate that even though the community college group recovered some of the drop in mean G.P.A. during the second semester, they did not achieve a mean second semester G.P.A. equivalent to their pre-transfer G.P.A., nor did they perform academically during the first year after transfer at a level equivalent to the four-year college transfers or native juniors. The community college

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[10]Anderson, E. F., "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," Fall, 1972 Group, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 75-14, December, 1975.

group did increase their second semester G.P.A. by about .40, but this "recovery" was not even one-half of the difference between the mean transfer G.P.A. and the first semester G.P.A.

Some of the "recovery" in the community college group G.P.A. may be accounted for by the 49 students who were dropped at the end of the first semester or officially withdrew during the second semester. Analysis of the first semester performance of these 49 students (see Table 3) shows that they achieved a G.P.A. of 3.98 which is approximately .11 below the 4.09 average for the total group. A similar analysis (see Table 3) for the four-year college students who did not return or withdrew during the second semester shows that they achieved a mean G.P.A. of 3.72 which is .27 below the average for the total four-year group. These analyses suggest the hypothesis that some of the "transfer shock," first semester drop in G.P.A., followed by a recovery during the second semester by the continuing two and four-year college group may be explained by the absence of the "leavers" (5%) who were low achievers during the first semester. The number of "leavers" increases during the second semester (to 12%) and remains the same during the third semester. This trend, the affect of the absence of "leavers," holds true for all semesters.

The three groups also differed in academic status and retention rate at the end of two semesters (see Figure 2). The natives (.93), the four-year college group (.84) and the community college group (.80) rank in descending order in the proportion of the re-enrolled groups which either graduated or continued on clear or probationary status at the end of the second semester.

TABLE 3

Last Semester Achievement by Transfer Students Leaving the University
By Type of Institution of Last Attendance
University of Illinois at Urbana-Champaign
Fall 1973 Groups

Semester and Academic Status (1)	Jr. College Transfers No. (2)	Jr. College Transfers Pre-Transfer GPA (3)	Four-Year Transfers No. (4)	Four-Year Transfers Pre-Transfer GPA (5)
First Semester				
Dropped	27	3.76	27	3.51
Left on Probation	0	--	0	--
Left on Clear	0	--	0	--
Withdrew (2nd Semester)	22	4.21	21	3.93
Total	49	3.98	48	3.72
First Semester GPA for All Transfers	817	4.09	1,136	3.99
Second Semester				
Dropped	46	3.72	29	3.58
Left on Probation	14	3.93	15	3.82
Left on Clear	24	4.06	47	3.98
Withdrew (3rd Semester)	13	4.22	15	3.83
Total	97	3.98	106	3.80
Second Semester GPA for All Transfers	724	4.14	996	4.01
Third Semester				
Dropped	22	3.79	10	3.60
Left on Probation	12	4.08	13	3.53
Left on Clear	48	4.05	64	4.08
Withdrew (4th Semester)	6	4.00	3	4.08
Total	88	3.98	90	3.82
Third Semester GPA for All Transfers	616	4.16	854	4.05

The community college group had 13 percent on probation while the four-year college group had 6 percent and the natives 4 percent on probation. A total of 9 percent of the community college, 5 percent of the four-year college transfers and two percent of the natives were dropped or they withdrew during the second semester. These actions, combined with first semester retention, resulted in a retention ratio of .80 for the community college group, .84 for the four-year college group, and .93 for the natives.

The substantially lower grade point averages of the community college students are the basis for more persons on probation, dropped, and withdrawn, in comparison with the other two groups, resulting in a lower retention ratio for the junior college group when compared with the four-year college group. There is also an observable difference between grade point averages of the four-year transfers and the continuous juniors, which may help explain the difference in retention ratios here, too.

Third Semester Progress

Data for those students who re-enrolled for the fall, 1974 semester are shown in Table 1 (continued). The third semester grade point average continued to increase over the second semester G.P.A. for the community college transfers (.10) and four-year transfers (.03), but the native students experienced a slight drop in mean grade point average (.04) from the second semester to the third. The difference between pre-transfer or lower division G.P.A. and the mean third term G.P.A. was -.33 for the community college transfers, -.02 for the four-year transfer group, and +.15 for the continuous juniors. The community college group continued to achieve the lowest retention ratio at .72

while the four-year college group had a .77 ratio and the continuous juniors .88. These data are presented in Table 1 (continued) and illustrated in Figure 2.

Academic Progress and Status Two Years After Transfer

This study demonstrates that community and junior college transfers experienced a substantial drop in G.P.A. during their first semester after transfer, but then gradually recovered over the next three semesters and achieved at a level more nearly equivalent to their pre-transfer grade point averages. This trend was observed for the fall 1972[11] and fall 1971[12] community college groups as well. Figure 1 illustrates this recovery in G.P.A. by the junior college group; it also illustrates that although two-year college transfers start off with a higher pre-transfer G.P.A. than either four-year native students, the group experienced a severe drop in the first term G.P.A. and never attained the G.P.A. they had when they transferred. Unlike the two-year transfers, however, the four-year transfers and native students are able to overcome a slight drop in G.P.A. and attain, by the end of the second semester, a G.P.A. equivalent to their pre-transfer G.P.A. The group of native students achieved second, third, and fourth term G.P.A. higher than their lower division G.P.A.

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[11]Ernest F. Anderson, "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," 1972-73 Academic Year, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 75-14, December, 1975.

[12]Ernest F. Anderson, "Comparison of Transfer and Native Student Progress at the University of Illinois at Urbana-Champaign," 1971-72 Academic Year, University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 74-9, June, 1974.

Summary data presented in Table 1 for the three groups shows the proportion of each group in seven academic status categories. Four semesters after transfer, the 542 community college transfer students who re-enrolled had achieved a mean grade point average of 3.96, .16 greater than that group's mean third term grade point average and .19 less than that group's pre-tranfer grade point average. Thirty-one percent of the original community college group had graduated; 26 percent and 3 percent respectively were continuing on clear or probationary status. Of the students in the original group, 8 percent had been dropped and not returned, 9 percent withdrew (during a semester), 12 percent left on clear status, and did not return, and 5 percent left on probationary status and never returned. A total of 539 of the original fall, 1973 community college group were graduated or completed the spring, 1975 term on clear or probationary status, resulting in a retention ratio of .6[illegible]. This retention ratio is almost .10 less than for the 1972 fall community college group.

The four-year college group consisted of 745 students enrolled for the fourth semester. This group achieved a mean semester grade point average of 4.12, .09 higher than their pre-transfer G.P.A. and .09 above their mean third term G.P.A. Of the original four-year college group (1,136 students), 40 percent had graduated, 30 percent were on clear status, and 1 percent was on probationary status at the end of the fourth semester. Subtracting out the students who were dropped (5%), withdrew (7%), left on clear status (14%), or left on probationary status (3%), the retention ratio for this group is .71, which is .06 less than for the fall, 1972 four-year college group.

The native juniors who re-enrolled for the fourth semester (2,367) achieved a mean transfer G.P.A. of 4.13, .06 higher than the group's lower division G.P.A. and .02 higher than their mean third term G.P.A. At the end of the fourth semester, 73 percent had graduated, 10 percent were on clear status, and less than 1 percent was on probationary status. Less than one percent had been dropped or withdrew. Data on the status (clear or probationary) of native juniors who chose to leave between semesters was not available from the basic source of documents.

The percentages of students on probation after four semesters were low for all three groups, but the community college group had the greatest proportion (3%) on probation, compared with one percent of the four-year transfers and less than one percent of the natives. Eight percent of the community college group were dropped, along with 5 percent and less than one percent respectively of the four-year transfers and native juniors. Nine percent of the community college group, 7 percent of the four-year college group, and less than 1 percent of the native juniors withdrew in the course of four semesters. Twelve percent of two-year college group and 14 percent of the four-year college group left on clear status; 5 percent and 3 percent respectively of the junior and four-year college groups left on probationary status. There is no recorded explanation why these students left the campus.

The retention ratio was highest for the native juniors (.83), followed by the four-year group (.71) and the community college transfer group (.66). It may be assumed that by the junior year, a student who enrolled at the University of Illinois at Urbana-Champaign as a beginning freshman and continued for

two years would be more likely to continue for two more years than a transfer student who is new to the environment and may have only one semester of college credit. The transfer group from the four-year institutions achieved at a level nearly equal to the natives, but had a retention ratio approximately 12 percent lower than the natives. The community college group had a retention ratio 5 percent lower than the four-year college group and 17 percent below the native group (see Figure 2). However, the retention ratio reported for the natives is slightly higher than the actual retention because of inclusion of a few students who graduated during the second and third terms and continued as undergraduates for the fourth semester, thus counting them twice. It is impossible to determine the net number of graduates from the data source used for this study for the native group.

Comparison by Subject Area

Data on transfer and native student grade point averages achieved at the University of Illinois in each of the 12 subject areas for the 1973 and 1974 academic years are presented in Table 4.

Rank ordering of the three groups by subject area grade point average shows that the community college transfers achieved a lower mean grade point average in all of 12 areas than either the four-year college transfers or native juniors during the first semester. The native juniors achieved the highest grade point average in every subject area except education. The four-year college transfers ranked highest in education and tied with the native juniors in the foreign languages subject area. Differences between these two groups in most subject areas are small, and the majority of the averages are below 4.00.

TABLE 4

Comparison of Transfer and Native Student
Academic Achievement by Subject Area
University of Illinois at Urbana-Champaign
Fall 1973 Group

Subject Area (1)	Junior College Transfers		Four-Year College Transfers		Continuous Juniors (Natives)	
	Mean GPA (2)	Rank (3)	Mean GPA (4)	Rank (5)	Mean GPA (6)	Rank (7)
Fall, 1973 (1st Sem.)						
Biological Sciences	3.55	(3)	3.82	(2)	4.00	(1)
Business & Commerce	3.49	(3)	3.80	(2)	3.89	(1)
English	3.98	(3)	4.04	(2)	4.12	(1)
Foreign Languages	3.78	(3)	4.04	(1)	4.04	(1)
Mathematics	3.14	(3)	3.56	(2)	3.82	(1)
Physical Sciences	3.26	(3)	3.49	(2)	3.86	(1)
Social Sciences	3.62	(3)	3.98	(2)	4.06	(1)
Agriculture	3.65	(3)	3.80	(2)	4.02	(1)
Engineering	3.77	(3)	3.90	(2)	4.01	(1)
Art & Architecture	3.95	(2)	3.87	(3)	4.07	(1)
Education	4.22	(3)	4.50	(1)	4.45	(2)
Home Economics	3.88	(3)	4.07	(2)	4.08	(1)
All Courses	3.58	(3)	3.86	(2)	4.02	(1)
Spring, 1974 (2nd Sem.)						
Biological Sciences	3.57	(3)	3.97	(2)	4.13	(1)
Business & Commerce	3.62	(3)	3.95	(2)	3.97	(1)
English	3.97	(3)	4.21	(1)	4.21	(1)
Foreign Language	3.81	(3)	4.13	(1)	4.13	(1)
Mathematics	3.22	(3)	3.77	(2)	3.81	(1)
Physical Sciences	3.41	(3)	3.73	(2)	4.00	(1)
Social Sciences	3.75	(3)	4.03	(2)	4.19	(1)
Agriculture	3.94	(2)	3.93	(3)	4.10	(1)
Engineering	3.81	(3)	3.91	(2)	4.12	(1)
Art & Architecture	4.05	(3)	4.11	(2)	4.20	(1)
Education	4.36	(3)	4.42	(2)	4.53	(1)
Home Economics	3.86	(3)	3.90	(2)	4.13	(1)
All Courses	3.73	(3)	4.00	(2)	4.13	(1)

TABLE 4 (Cont.)

Comparison of Transfer and Native Student
Academic Achievement by Subject Area
University of Illinois at Urbana-Champaign
Fall 1973 Group

Subject Area (1)	Junior College Transfers		Four-Year College Transfers		Continuous Juniors (Natives)	
	Mean GPA (2)	Rank (3)	Mean GPA (4)	Rank (5)	Mean GPA (6)	Rank (7)
Fall, 1974 (3rd Sem.)						
Biological Sciences	3.73	(3)	3.92	(2)	4.03	(1)
Business & Commerce	3.68	(3)	3.90	(2)	3.99	(1)
English	4.00	(3)	4.18	(1)	4.16	(2)
Foreign Languages	3.95	(2)	3.85	(3)	4.22	(1)
Mathematics	3.19	(3)	3.73	(2)	3.79	(1)
Physical Sciences	3.64	(3)	3.76	(2)	3.99	(1)
Social Sciences	3.91	(3)	4.07	(2)	4.16	(1)
Agriculture	4.00	(3)	4.04	(2)	4.17	(1)
Engineering	3.96	(3)	4.05	(2)	4.18	(1)
Art & Architecture	3.84	(3)	4.09	(2)	4.17	(1)
Education	4.62	(2)	4.62	(2)	4.74	(1)
Home Economics	4.17	(1)	4.01	(3)	4.15	(2)
All Courses	3.83	(3)	4.03	(2)	4.17	(1)
Spring, 1975 (4th Sem.)						
Biological Sciences	3.67	(3)	3.97	(2)	4.07	(1)
Business & Commerce	3.79	(2)	3.96	(1)	3.96	(1)
English	3.90	(3)	4.26	(1)	4.17	(2)
Foreign Languages	4.05	(2)	4.05	(2)	4.36	(1)
Mathematics	3.44	(3)	3.72	(2)	3.86	(1)
Physical Sciences	3.63	(3)	3.74	(2)	4.02	(1)
Social Sciences	3.96	(3)	4.19	(1)	4.16	(2)
Agriculture	4.02	(2)	3.96	(3)	4.18	(1)
Engineering	3.98	(3)	4.08	(2)	4.18	(1)
Art & Architecture	4.10	(2)	4.04	(3)	4.14	(1)
Education	4.59	(3)	4.70	(2)	4.73	(1)
Home Economics	4.11	(3)	4.19	(2)	4.21	(1)
All Courses	3.96	(3)	4.12	(2)	4.19	(1)

Similar analysis for the second and third semesters show that the community college transfers received the lowest mean grade point averages in 11 and 9 areas studied respectively. The native junior group achieved the highest grade point average in all 12 areas the second semester and 10 of the 12 subject areas during the third semester. The four-year college group ranked highest in the areas of English and foreign language in the second semester and highest in English for the third semester. The two-year college group ranked highest in home economics for the third semester.

In the fourth semester, the community college transfers ranked third in all subject areas, except business and commerce, foreign language, agriculture, and art and architecture. In no area did this group rank first. The four-year college transfers achieved the highest grade point averages in three of the twelve areas: business and commerce, English, and social sciences. The native group ranked first in all areas except the social sciences and English.

These data show that the overall academic achievement (G.P.A.) of natives is higher than four-year college transfers while two-year college transfers achieve at a somewhat lower level. The native juniors consistently ranked first in the biological sciences, business and commerce, foreign languages, mathematics, physical sciences, agriculture, engineering, and art and architecture.

It can be observed from data presented in Table 4 that mean G.P.A.'s in mathematics are consistently lower than other subject areas. Community college and four-year college means are consistently below average in mathematics.

Institutional Differences

The numbers of transfers, grade point averages, final academic status and retention ratios for each of the Illinois junior colleges which sent five or more transfer students to the University of Illinois at Urbana-Champaign for the 1973 fall semester are presented in Table 5.

The number of students who initially entered for the 1973 fall semester, and the group's mean pre-transfer grade point average (based on all courses attempted at all previous institutions), are presented in Columns 2 and 3 respectively. Column 4 shows the mean first semester grade point average. Columns 5 through 10 shows the number of students who re-enrolled and the grade point average they achieved over the next three semesters. Comparison of the first and second term grade point averages by institution shows that 21 of the 39 college groups achieved a mean second term grade point average higher than their first term G.P.A., 25 of the institutional sub-groups achieved a higher third term average than the second, and 26 a higher fourth term average. Comparison of pre-transfer and fourth semester mean grade point averages shows that 10 of 39 college groups achieved a fourth semester mean G.P.A. higher than their mean pre-transfer G.P.A.'s (for the original entering groups), the remaining 29 college groups did not recover to the level of the mean pre-transfer G.P.A. for the 1973 fall transfers from that college.

It is clear from these data that even though recovery in grade point average is noted in the second, third, and fourth semesters, considerable variance still exists in the achievement after transfer among groups from

TABLE 5
Summary of Community College Transfer Student Progress by Institution of Last Attendance[1]
University of Illinois at Urbana-Champaign
Fall, 1973 Group

College Code (1)	No. Fall 1973 Transfers (2)	Pre-Trans-GPA (3)	Mean 1st Sem. GPA (4)	No. Re-enrolled and GPA: 2nd Semester No. (5)	2nd Semester GPA (6)	3rd Semester No. (7)	3rd Semester GPA (8)	4th Semester No. (9)	4th Semester GPA (10)	Academic Status After Fourth Semester[2]: Grad. No. (11)	Grad. % (12)	Clear No. (13)	Clear % (14)	Pro. No. (15)	Pro. % (16)	Dropped No. (17)	Dropped % (18)	Withdrawn No. (19)	Withdrawn % (20)	Left on Clear No. (21)	Left on Clear % (22)	Left on Pro No. (23)	Left on Pro % (24)	Retention Ratio[3] (25)
01	18	3.98	3.80	15	3.75	12	3.59	7	3.48	2	10	4	22	1	6	1	6	1	6	9	50	0	0	.39
02	30	4.21	3.58	26	3.65	19	3.88	19	3.64	9	30	9	30	0	0	4	13	2	7	3	10	3	10	.60
03	25	4.18	3.72	21	4.09	18	4.09	17	4.39	10	40	7	28	0	0	3	12	1	4	4	16	0	0	.68
04	9	4.16	3.53	8	3.66	6	3.62	5	3.79	0	0	5	56	0	0	1	11	0	0	3	33	0	0	.56
05	5	4.17	2.96	3	3.49	4	3.31	3	3.56	0	0	3	60	0	0	1	20	0	0	0	0	1	20	.60
06	17	4.12	3.01	11	3.69	10	3.72	10	3.46	5	29	4	23	1	6	2	12	2	12	2	12	1	6	.59
07	14	4.03	3.61	11	3.84	10	3.77	9	3.98	4	29	5	36	0	0	0	0	1	7	2	14	2	14	.64
08	24	4.14	3.84	23	3.74	21	3.83	19	3.92	12	50	6	25	1	4	2	8	0	0	1	5	2	8	.79
09	6	3.83	3.17	6	3.08	5	3.41	4	4.07	1	17	2	33	0	0	1	17	0	0	1	17	1	16	.50
10	8	4.07	3.19	6	3.25	5	3.21	1	2.93	0	0	1	13	0	0	3	38	2	25	1	12	1	12	.13
11	5	4.35	3.66	5	4.38	5	3.96	5	4.13	3	60	2	40	0	0	0	0	0	0	0	0	0	0	1.00
12	8	3.90	3.76	8	4.20	5	4.01	4	3.95	2	25	2	25	0	0	0	0	1	12	3	38	0	0	.50
13	16	4.15	3.43	13	3.53	11	3.90	8	3.70	7	44	1	6	1	6	0	0	3	19	3	19	1	6	.56
14	9	4.19	3.67	9	3.56	8	3.89	7	4.00	4	45	3	33	0	0	0	0	0	0	2	22	0	0	.78
15	34	4.03	3.68	32	3.76	28	3.83	25	3.87	16	47	9	26	1	3	1	3	2	6	3	9	2	6	.76
16	113	4.11	3.59	92	3.61	74	3.76	63	3.90	38	34	21	18	4	4	11	10	24	21	10	9	5	4	.56
17	5	3.89	2.62	4	3.31	3	3.75	3	3.35	2	40	0	0	1	20	2	40	0	0	0	0	0	0	.60
18	33	3.88	3.58	30	3.62	25	3.68	20	3.96	8	24	14	43	0	0	1	3	3	9	5	15	2	6	.67
19	39	3.90	3.52	35	3.66	29	3.81	25	3.92	13	33	10	26	2	5	2	5	3	8	7	18	2	5	.64
20	13	4.26	3.64	11	3.96	10	3.80	10	4.05	4	31	6	46	0	0	0	0	1	8	2	15	0	0	.77

[1]Community colleges with five or more transfers in the group.
[2]Percents are based on the number of transfer students enrolled in the 1973 fall term (Col. 2).
[3]Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the fourth term on clear or probationary status.

TABLE 5 (Cont.)
Summary of Community College Transfer Student Progress by Institution of Last Attendance[1]
University of Illinois at Urbana-Champaign
Fall, 1973 Group

College Code (1)	No. Fall 1973 Transfers (2)	Pre-Trans-GPA (3)	Mean 1st Sem. GPA (4)	No. Re-enrolled and GPA 2nd Semester No. (5)	2nd Semester GPA (6)	3rd Semester No. (7)	3rd Semester GPA (8)	4th Semester No. (9)	4th Semester GPA (10)	Academic Status After Fourth Semester[2] Grad. No. (11)	Grad. % (12)	Clear No. (13)	Clear % (14)	Pro. No. (15)	Pro. % (16)	Dropped No. (17)	Dropped % (18)	Withdrawn No. (19)	Withdrawn % (20)	Left on Clear No. (21)	Left on Clear % (22)	Left on Pro No. (23)	Left on Pro % (24)	Retention Ratio[3] (25)
21	27	3.98	3.76	27	3.62	22	4.06	22	4.07	9	33	8	30	1	4	2	7	0	0	5	19	2	7	.67
22	11	3.95	3.58	11	3.86	10	4.15	7	4.00	8	73	1	9	0	0	0	0	0	0	1	9	1	9	.82
23	18	4.06	3.49	15	3.67	15	3.97	14	3.67	7	39	7	39	0	0	1	6	2	11	1	5	0	0	.78
24	5	4.36	3.81	5	3.86	5	3.59	4	4.36	1	20	2	40	1	20	1	20	0	0	0	0	0	0	.80
25	10	4.41	3.67	9	3.62	7	4.13	7	4.10	3	30	4	40	0	0	1	10	0	0	1	10	1	10	.70
26	57	4.06	3.49	52	3.63	39	3.71	32	3.98	18	31	13	23	2	4	7	12	5	9	8	14	4	7	.58
27	25	4.11	3.72	24	4.13	23	3.92	23	4.18	19	76	2	8	2	8	0	0	1	4	1	4	0	0	.92
28	40	3.98	3.58	37	3.69	34	3.84	30	3.97	18	45	11	27	1	3	3	7	2	5	4	10	1	3	.75
29	6	4.11	4.22	6	3.97	4	4.20	4	4.73	3	50	0	0	0	0	0	0	1	17	2	33	0	0	.50
30	20	4.08	3.67	18	3.61	15	3.88	14	3.95	6	30	6	30	1	5	3	15	2	10	1	5	1	5	.65
31	37	4.25	3.72	35	3.83	31	4.16	28	4.16	19	51	8	22	2	5	4	11	2	5	1	3	1	3	.78
32	13	3.89	3.14	10	3.71	9	3.88	9	3.93	4	31	3	23	2	15	3	23	0	0	0	0	1	8	.69
33	6	4.15	2.85	3	3.94	3	3.75	3	3.92	1	17	2	33	0	0	2	33	1	17	0	0	0	0	.50
34	8	4.04	3.77	8	3.78	7	4.01	6	4.39	2	25	4	50	0	0	0	0	0	0	2	25	0	0	.75
35	11	4.06	3.42	11	3.66	9	3.18	4	4.01	2	18	3	27	0	0	2	18	0	0	3	27	1	10	.45
36	13	4.09	3.41	10	3.97	9	3.98	10	3.86	6	46	2	15	1	8	1	8	2	15	1	8	0	0	.69
37	24	4.22	3.63	22	3.75	20	3.94	19	4.00	9	38	7	30	1	4	2	8	2	8	2	8	1	4	.71
38	34	4.11	3.70	33	4.02	29	3.91	29	3.96	15	44	13	38	0	0	0	0	3	9	3	9	0	0	.82
39	21	4.02	3.59	19	3.41	17	3.58	13	3.50	11	52	2	10	0	0	1	5	3	14	3	14	1	5	.62
All JC	817	4.09	3.58	724	3.73	616	3.83	542	3.96	301	37	212	26	26	3	68	8	72	9	100	12	38	5	.66
All 4-Yr. Con.	1136	3.99	3.86	996	4.00	854	4.03	745	4.12	454	40	338	30	14	1	52	5	79	7	161	14	38	3	.71
Jrs.	3542	4.05	4.02	3374	4.13	2920	4.17	2367	4.19	1992	84	346	15	19	1	3	**	7	**	--	--	--	--	.83

[1]Community colleges with five or more transfers in the group.
[2]Percents are based on the number of transfer students enrolled in the 1973 fall term (Col. 2).
[3]Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the fourth term on clear or probationary status.

different community colleges. There is no evidence presented in this study which explains the source of observed institutional differences or differences which may exist between students who enter the various subject areas. However, previous studies of transfer students from community colleges demonstrate the variance in the academic abilities of the students transferring from individual junior colleges and this may account for some of the differences. This study does not control for those differences nor present data which show that they actually exist for these groups.

The retention rates for each of the community colleges with five or more transfers are presented in Column 26 of Table 5. Five of the 39 institutions show retention rates of .80 or above after four semesters. Sixteen colleges have retention rates less than .66 or two-thirds of their transfers retained or graduated. Six colleges have retention rates of .50 or less.

Three colleges seem to have a disporportionately high percentage of students dropped as shown in Column 19. Forty percent of the students from the college coded 17 were dropped; thirty-eight percent from college 10 were dropped; and 33 percent from college 33 were dropped. Three other colleges (32, 24, and 05) had 20 percent or more of their students dropped for academic reasons. Withdrawal rates also demonstrate the same pattern. College 10 had a 25 percent withdrawal rate and college 16 had a withdrawal rate of 21 percent. However, all of these colleges (except college 16) have a small number of transfers, and the high proportion may be caused by the small sub-sample size for those institutions.

These data demonstrate that the academic achievement and retention rates for Illinois community colleges with five or more transfers are satisfactory as a group. Twenty of the 39 Illinois institutions have retention rates of .66 or higher, and 14 of the colleges have retention rates equal to or higher than .71 found for all four-year college transfers. Two of the community colleges have retention ratios equal to or higher than the .83 retention rate for native students. However, this retention rate is not as high as the fall, 1971 groups when 80 percent (as compared to 50 percent for this group) of the institutions had retention rates greater than .66 or two-thirds of the transfers. Nor is this retention rate as high as the fall, 1972 groups when 70 percent of the institutions had retention rates greater than .66 or two-thirds of the transfers.

Discussion and Interpretation

The findings of this study can be interpreted as positive or negative depending on the vantage point from which one views the data. To the community college reader, the study demonstrates that two-thirds of the community college transfers are successful after transfer as measured by graduation or continuation rates at this university. The community college transfers achieve, on the average, slightly less than the "B" level during their fourth semester at the university, which is less than their pre-transfer level, but approaching their previous achievement. Since these students, as a group, entered college with lower high school achievement and lower scores on standardized entrance examinations, community college proponents would view the results of this study

as conclusive evidence of the success of those institutions in preparing baccalaureate oriented students for successful university performance.

The university or four-year college oriented reader who views the university's purpose to educate the best qualified youth for leadership roles in the technical and professional occupations may conclude from these data that preference should be given to transfer students from four-year colleges and universities over transfers from community colleges or that transfers from some institutions should receive preference over transfers from those institutions with less than average success records. They could point to the higher mean G.P.A.'s and higher retention ratios by four-year colleges over community colleges and some community colleges over others. However, inspection of the individual student data demonstrates that the "best qualified" students who are successful at the university come from both community colleges and four-year colleges. Therefore, the basis for selection should be the quality of the individual student rather than the institution or the type or level of institution previously attended by the transfer student.

The researcher, a community college proponent fully institutionalized into a major research-oriented land-grant university, evaluates these data both positively and negatively. Ideally, community college transfers with equivalent pre-transfer G.P.A.'s would perform after transfer at the same level as they did at the community or junior college. Hopefully, they would achieve at the university and graduate in proportions equal to equivalent groups who attended other institutions. However, that was not found to be true for this

group of community or four-year college transfers. We need to find out why it is not true and attempt to set up experimental programs to discover if it is possible to achieve the ideal and if not, why not.

Positively, community college transfers perform very satisfactorily as a group when compared with beginning freshmen. Only 68 (8%) of the community college tranfers were dropped for academic reasons during the four semesters covered by this study and another 38 (5%) left while on probation. This means that only about 13 percent of these junior college transfers left the university because of demonstrated academic difficulty. This is a good record for a group of students which has 25 percent from the lower half of their high school graduation class, 44 percent from the upper quarter and 31 percent from the second quarter.[13] These students achieved at about a "C+" (3.58) level immediately after transfer and near the "B" level (3.96) during the fourth semester. This is an achievement record which community college transfers, their previous institutions, and the university can point to with a sense of accomplishment.

Data presented in this study demonstrate that the university system of "universal access" to higher education is providing opportunities for many persons to begin their baccalaureate programs in "open door" community and junior colleges and transfer to the more selective universities and successfully perform in competition with natives and transfers from Illinois and non-Illinois public and private colleges and universities.

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[13]Anderson and Riehl, Characteristics of Undergraduate Transfer Students, University of Illinois at Urbana-Champaign, Fall, 1973, University Office of School and College Relations, Research Memorandum 74-7, April, 1974.

Summary of Findings

The data presented in this study support the following conclusions:

1. Community college transfers enter with pre-transfer grade point averages approximately equivalent to the lower division university grade point averages of native juniors, while four-year college transfers enter with slightly lower grade point averages than either of the two groups.

2. Community college transfers experience a first semester drop of .51 in G.P.A. below their pre-transfer G.P.A., whereas four-year transfers and natives only experience a .13 and .03 drop below their pre-transfer G.P.A. However, this loss in G.P.A. is greatly recovered by the end of the fourth semester.

3. Retention of two-year and four-year college transfer groups is approximately equal for the first semester at .92 and .93 respectively.

4. Community college transfers experience more academic difficulty after transfer than four-year college transfers or natives as measured by probation and drop rates.

5. The community college transfer group performed at nearly the "B" level during the fourth semester at the university which is slightly less than the pre-transfer G.P.A. for that group.

6. Native juniors have higher retention rates than four-year college transfers or community college transfers. Approximately 83 percent of the natives, 71 percent of the four-year college transfers, and 66 percent of the junior college transfers have graduated, or continued on clear or probation at the end of four semesters. It is important to note that these retention ratios are almost 10 percent less than the retention ratios for the fall, 1972 groups.

7. Transfers have higher academic probation and drop rates than native juniors; community college transfers have higher probation and drop rates than four-year college transfers.

8. Community college transfers consistently achieve at a lower G.P.A. than four-year college transfers and natives in the 12 subject areas studied. Natives generally perform best in almost all subject areas.

Further Interpretation

The findings and conclusions presented in this study need to be interpreted in the context of the environment in which the research was conducted and evaluated and in relation to the differential purposes of the types of institutions represented by students in the study. One purpose of community colleges is to prepare baccalaureate-oriented students for successful transfer to four-year colleges and universities for completion of bachelor's degrees. Community colleges are "open door" institutions obligated to admit all students who are minimally qualified to complete one of their programs. This means that community colleges have students enrolled in baccalaureate-oriented courses and programs who are high academic achievers with a high probability for success in a bachelor's degree program as well as students with average and below average academic achievement with lower probability of achieving success in a transfer program. It is from this population of community college students that the transfers to the University of Illinois at Urbana-Champaign select themselves to apply for transfer and then are selected for admission in competition with transfers from four-year colleges and universities.

The major purpose of the undergraduate colleges at the University of Illinois is to provide the general education, technical and professional knowledge, and skills to fill leadership roles in society at the bachelor's degree level and to prepare students for successful completion of graduate programs. The University of Illinois at Urbana-Champaign admits the "best qualified" beginning freshmen and transfers in each of its colleges and curricula for each admission period. Data for the present and recent beginning freshmen classes show that the average beginning freshman student graduated at about the 85th percentile of his or her high school graduating class and had an ACT composite score of about 26,[14] which makes the native student population a very highly qualified group when compared with the population of community and junior college students enrolled in baccalaureate-oriented programs.

The four-year colleges and universities from which the University receives transfer students have divergent purposes, but it is known that the transfers from those institutions to the University of Illinois have high school ranks and college entrance scores very similar to the scores of native students.[15]

This knowledge about the purposes of the institutions and academic characteristics of the three groups of students included in this study provide a basis for the following interpretations of the findings.

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[14]"The Urbana-Champaign Campus Freshman Class Profile," University Office of School and College Relations, University of Illinois at Urbana-Champaign, Research Memorandum 74-14, November, 1974.

[15]Wermers, op.cit., March, 1972.

The community and junior colleges provide an opportunity for many students to enter the University's undergraduate programs as transfer students who would not have been admitted under the more competititve beginning freshmen requirements. The community colleges provide access or opportunity for many students to obtain admission and complete bachelor's degree programs which would not have been open to them following graduation from high school. Two-thirds of these students are successful at the university as measured by retention for four semesters after transfer. The "success rate" is about five percent less than transfers from four-year colleges and approximately 17 percent less than for native juniors who have already successfully completed two years at the University.

The finding that native and four-year college transfer students achieve higher G.P.A.'s than community college transfers may be interpreted by some to mean that those two groups are more qualified at graduation. The writer knows of no evidence which supports that conclusion when evaluated in relation to the purposes of the institution. Universities do not normally evaluate their graduates with 4.12 grade point averages as superior to graduates with 3.96 G.P.A.'s. Therefore the writer finds no evidence that the difference in community college and four-year college and native G.P.A.'s justifies a conclusion that native and four-year college transfers are superior to community college transfers. These data demonstrate that the higher education system in Illinois is sufficiently open to permit students who enter the system at various types of colleges and perform successfully to earn a bachelor's degree at the major research oriented university in Illinois.

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APPENDIX A

Number,[1] Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students by Institution of Last Attendance

Fall Semester 1973

College Code (1)	Number Fall 1973 Transfer Students (2)	Mean Pre-Transfer GPA (3)	Mean First Term (1973) GPA (4)	Drop in Mean GPA (5)	Academic Status[2] Grad No. (6)	Grad % (7)	Clear No. (8)	Clear % (9)	Pro No. (10)	Pro % (11)	Dropped No. (12)	Dropped % (13)	With No. (14)	With % (15)	Retention Ratio[3] (16)
01	18	3.98	3.80	.18	0	0	17	94	0	0	0	0	1	6	.94
02	30	4.21	3.58	.63	0	0	20	66	6	20	2	7	2	7	.87
03	25	4.18	3.72	.46	0	0	20	80	3	12	2	8	0	0	.92
04	9	4.16	3.53	.63	0	0	7	78	2	22	0	0	0	0	1.00
05	5	4.17	2.96	1.21	0	0	2	40	3	60	0	0	0	0	1.00
06	17	4.12	3.01	1.11	0	0	5	29	8	47	2	12	2	12	.76
07	14	4.03	3.61	.42	0	0	8	57	5	36	0	0	1	7	.93
08	24	4.14	3.84	.30	0	0	19	79	5	21	0	0	0	0	1.00
09	6	3.83	3.17	.66	0	0	5	83	1	17	0	0	0	0	1.00
10	8	4.07	3.19	.88	0	0	4	50	2	25	2	25	0	0	.75
11	5	4.35	3.66	.69	0	0	5	100	0	0	0	0	0	0	1.00
12	8	3.90	3.76	.14	0	0	7	88	1	12	0	0	0	0	1.00
13	16	4.15	3.43	.72	0	0	13	81	1	6	0	0	2	13	.88
14	9	4.19	3.67	.52	0	0	7	78	2	22	0	0	0	0	1.00
15	34	4.03	3.68	.35	0	0	27	79	5	15	0	0	2	6	.94
16	113	4.11	3.59	.52	0	0	69	61	27	24	5	4	12	11	.85
17	5	3.89	2.62	1.27	0	0	1	20	3	60	1	20	0	0	.80
18	33	3.88	3.58	.30	0	0	27	82	6	18	0	0	0	0	1.00
19	39	3.90	3.52	.38	0	0	31	79	6	15	0	0	2	6	.95
20	13	4.26	3.64	.62	0	0	11	84	1	8	0	0	1	8	.92
21	27	3.98	3.76	.22	0	0	24	89	3	11	0	0	0	0	1.00
22	11	3.95	3.58	.37	0	0	7	64	4	36	0	0	0	0	1.00
23	18	4.06	3.49	.57	0	0	13	72	3	17	1	6	1	5	.89
24	5	4.36	3.81	.55	0	0	4	80	1	20	0	0	0	0	1.00
25	10	4.41	3.67	.74	0	0	8	80	2	20	0	0	0	0	1.00

[1]Community colleges with five or more transfers in the group.

[2]Percents are based on the number of transfer students enrolled in the 1973 fall term (Col. 2)

[3]Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the fourth term on clear or probationary status.

APPENDIX A (Cont.)

Number,[1] Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students by Institution of Last Attendance
Fall Semester 1973

College Code (1)	Number Fall 1973 Transfer Students (2)	Mean Pre-Transfer GPA (3)	Mean First Term (1973) GPA (4)	Drop in Mean GPA (5)	Academic Status[2] Grad No. (6)	Grad % (7)	Clear No. (8)	Clear % (9)	Pro No. (10)	Pro % (11)	Dropped No. (12)	Dropped % (13)	With No. (14)	With % (15)	Retention Ratio[3] (16)
26	57	4.06	3.49	.57	0	0	41	72	14	24	1	2	1	2	.96
27	25	4.11	3.72	.39	0	0	20	80	4	16	0	0	1	4	.96
28	40	3.98	3.58	.40	0	0	35	87	3	7	1	3	1	3	.95
29	6	4.11	4.22	.11	0	0	6	100	0	0	0	0	0	0	1.00
30	20	4.08	3.67	.41	0	0	16	80	3	15	1	5	0	0	.95
31	37	4.25	3.72	.53	0	0	29	78	6	16	1	3	1	3	.95
32	13	3.89	3.14	.75	0	0	8	62	3	23	2	15	0	0	.85
33	6	4.15	2.85	1.30	0	0	3	50	0	0	2	33	1	17	.50
34	8	4.04	3.77	.27	0	0	6	75	1	13	1	12	0	0	.88
35	11	4.06	3.42	.64	0	0	7	64	3	27	1	9	0	0	.91
36	13	4.09	3.41	.68	0	0	10	77	1	8	1	8	1	7	.85
37	24	4.22	3.63	.59	0	0	20	84	2	8	1	4	1	4	.92
38	34	4.11	3.70	.41	0	0	30	88	4	12	0	0	0	0	1.00
39	21	4.02	3.59	.43	0	0	16	76	3	14	0	0	2	10	.90
All Jr. Col.	817	4.09	3.58	.51	0	0	608	74	147	19	27	3	35	4	.92
All 4-Yr. Tr.	1136	3.99	3.86	.13	3	*	949	85	107	9	27	2	50	4	.93
All Cont. Jrs.	3542	4.05	4.02	.03	0	0	3257	92	165	5	61	2	59	1	.97

[1]Community colleges with five or more transfers in the group.
[2]Percents are based on the number of transfer students enrolled in the 1973 fall term (Col. 2).
[3]Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the fourth term on clear or probationary status.

APPENDIX B

Number,[1] Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students
University of Illinois at Urbana-Champaign
Spring Semester 1974

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-Enrolled for Spring 1974 (3)	Mean Pre-Transfer GPA (4)	Second Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over First Term (7)	Academic Status[2] Grad No. (8)	Grad % (9)	Clear No. (10)	Clear % (11)	Pro No. (12)	Pro % (13)	Dropped No. (14)	Dropped % (15)	With No. (16)	With % (17)	Retention Ratio[3] (18)
01	18	15	3.96	3.75	.21	-.05	0	0	12	80	3	20	0	0	0	0	.83
02	30	26	3.98	3.65	.33	.17	0	0	20	76	3	12	3	12	0	0	.77
03	25	21	4.25	4.09	.16	.37	0	0	17	81	1	5	2	9	1	5	.72
04	9	8	4.12	3.66	.46	.13	0	0	6	75	1	13	1	12	0	0	.78
05	5	3	4.53	3.49	1.04	.53	0	0	1	33	2	67	0	0	0	0	.60
06	17	11	4.17	3.69	.48	.68	0	0	8	73	1	9	2	18	0	0	.53
07	14	11	4.00	3.84	.16	.23	0	0	8	73	3	27	0	0	0	0	.79
08	24	23	4.14	3.74	.40	-.10	0	0	20	87	2	9	1	4	0	0	.92
09	6	6	3.80	3.08	.72	-.09	0	0	4	67	2	33	0	0	0	0	1.00
10	8	6	4.05	3.25	.80	.06	0	0	3	50	1	17	1	17	1	16	.50
11	5	5	4.38	4.38	.00	.72	0	0	5	100	0	0	0	0	0	0	1.00
12	8	8	3.91	4.20	.29	.44	0	0	7	87	0	0	0	0	1	13	.88
13	16	13	4.30	3.53	.77	.10	0	0	10	77	3	23	0	0	0	0	.81
14	9	9	4.19	3.56	.63	-.11	0	0	8	89	1	11	0	0	0	0	1.00
15	34	32	4.03	3.76	.27	.12	0	0	27	84	3	9	1	3	1	4	.88
16	113	92	4.15	3.61	.54	.02	1	1	66	72	11	12	8	9	6	7	.69
17	5	4	4.00	3.31	.69	.69	0	0	2	50	1	25	1	25	0	0	.60
18	33	30	4.30	3.62	.68	.04	1	3	20	67	5	17	1	3	3	10	.79
19	39	35	4.04	3.66	.38	.14	0	0	27	77	4	11	3	9	1	3	.79
20	13	11	4.32	3.96	.36	.32	0	0	11	100	0	0	0	0	0	0	.85
21	27	27	3.98	3.62	.36	-.14	0	0	20	74	5	19	2	7	0	0	.93
22	11	11	3.95	3.86	.09	.28	0	0	10	91	1	9	0	0	0	0	1.00
23	18	15	4.08	3.67	.41	.18	0	0	14	93	1	7	0	0	0	0	.83
24	5	5	4.35	3.86	.49	.05	0	0	3	60	2	40	0	0	0	0	1.00
25	10	9	4.42	3.62	.80	-.05	0	0	8	89	0	0	1	11	0	0	.80

[1]Community colleges with five or more transfers in the group.
[2]Academic Status: The percentages are based on the number of students enrolled in spring, 1974 term (Col. 3).
[3]Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

APPENDIX B (Cont.)

Number,[1] Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students
University of Illinois at Urbana-Champaign
Spring Semester 1974

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-Enrolled for Spring 1974 (3)	Mean Pre-Transfer GPA (4)	Second Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over First Term (7)	Academic Status[2] Grad No. (8)	Grad % (9)	Clear No. (10)	Clear % (11)	Pro No. (12)	Pro % (13)	Dropped No. (14)	Dropped % (15)	With No. (16)	With % (17)	Retention Ratio[3] (18)
26	57	52	4.07	3.63	.44	.14	1	2	33	63	9	17	5	10	4	8	.75
27	25	24	4.37	4.13	.24	.41	0	0	21	88	2	8	1	4	0	0	.92
28	40	37	3.98	3.69	.29	.11	0	0	30	81	5	14	2	5	0	0	.88
29	6	6	4.11	3.97	.14	-.25	0	0	6	100	0	0	0	0	0	0	1.00
30	20	18	4.07	3.61	.46	-.06	0	0	10	56	4	22	2	11	2	11	.70
31	37	35	4.28	3.83	.45	.11	0	0	28	80	2	6	5	14	0	0	.81
32	13	10	4.11	3.71	.40	.57	0	0	8	80	1	10	1	10	0	0	.69
33	6	3	4.34	3.94	.40	1.09	0	0	3	100	0	0	0	0	0	0	.50
34	8	8	4.04	3.78	.26	.01	0	0	7	88	0	0	1	12	0	0	.88
35	11	11	4.06	3.66	.40	.24	1	9	5	46	4	36	1	9	0	0	.91
36	13	10	4.07	3.97	.10	.56	0	0	10	100	0	0	0	0	0	0	.77
37	24	22	4.25	3.75	.50	.12	0	0	19	86	2	9	1	5	0	0	.88
38	34	33	4.15	4.02	.13	.32	0	0	28	85	4	12	0	0	1	3	.94
39	21	19	4.02	3.41	.61	-.18	0	0	12	63	6	32	0	0	1	5	.86
All Jr. Col.	817	724	4.14	3.73	.41	.15	4	*	557	77	95	13	46	7	22	3	.80
All 4-Yr. Col.	1136	996	4.01	4.00	.01	.14	41	4	844	85	61	6	29	3	21	2	.84
All Con. Jrs.	3542	3374	4.08	4.13	+.05	.11	233	7	2928	87	127	4	40	1	46	1	.93

[1] Community colleges with five or more transfers in the group.
[2] Academic Status: The percentages are based on the number of students enrolled in spring, 1974 term (Col. 3).
[3] Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

APPENDIX C

Number,[1] Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students by Institution of Last Attendance
University of Illinois at Urbana-Champaign
Fall Semester 1974

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-enrolled for Fall 1974 (3)	Mean Pre-Transfer GPA (4)	Mean Third Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over Second Term (7)	Academic Status[2] Grad No. (8)	Grad % (9)	Clear No. (10)	Clear % (11)	Pro No. (12)	Pro % (13)	Dropped No. (14)	Dropped % (15)	With No. (16)	With % (17)	Retention Ratio[3] (18)
01	18	12	3.99	3.59	.40	-.16	0	0	11	92	0	0	1	8	0	0	.61
02	30	19	3.98	3.88	.10	.23	0	0	14	74	5	26	0	0	0	0	.63
03	25	18	4.22	4.09	.13	00	0	0	17	94	1	6	0	0	0	0	.72
04	9	6	4.18	3.62	.56	-.08	0	0	6	100	0	0	0	0	0	0	.67
05	5	4	4.33	3.31	1.02	-.18	0	0	3	75	0	0	1	25	0	0	.60
06	17	10	4.24	3.72	.48	.03	0	0	8	80	1	10	1	10	0	0	.53
07	14	10	4.35	3.77	.58	-.07	0	0	9	90	1	10	0	0	0	0	.71
08	24	21	4.22	3.83	.39	.09	0	0	20	95	0	0	1	5	0	0	.83
09	6	5	3.86	3.41	.45	.33	0	0	3	60	1	20	1	20	0	0	.67
10	8	5	4.09	3.21	.88	-.04	0	0	1	20	1	20	1	20	2	40	.25
11	5	5	4.38	3.96	.42	-.42	0	0	5	100	0	0	0	0	0	0	1.00
12	8	5	3.78	4.01	.23	-.19	0	0	5	100	0	0	0	0	0	0	.63
13	16	11	4.26	3.90	.36	.37	1	9	8	73	1	9	0	0	1	9	.63
14	9	8	4.11	3.89	.22	.33	0	0	7	88	1	12	0	0	0	0	.89
15	34	28	4.04	3.83	.21	.07	1	3	24	86	3	11	0	0	0	0	.82
16	113	74	4.17	3.76	.41	.15	2	3	54	73	10	13	3	4	5	7	.59
17	5	3	4.11	3.75	.36	.44	0	0	1	33	2	67	0	0	0	0	.60
18	33	25	4.23	3.68	.55	.06	2	8	21	84	2	8	0	0	0	0	.79
19	39	29	4.09	3.81	.28	.15	0	0	27	93	2	7	0	0	0	0	.74
20	13	10	4.32	3.80	.52	-.16	0	0	9	90	1	10	0	0	0	0	.77

[1]These data only show junior colleges with five or more transfer students in the group.
[2]Academic status: The percentages are based on number of students enrolled in fall, 1974 term (Col. 3).
[3]Retention ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

APPENDIX C (Cont.)

Number,[1] Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfer Students by Institution of Last Attendance
University of Illinois at Urbana-Champaign
Fall Semester 1974

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-enrolled for Fall 1974 (3)	Mean Pre-Transfer GPA (4)	Mean Third Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over Second Term (7)	Academic Status[2] Grad No. (8)	Grad % (9)	Clear No. (10)	Clear % (11)	Pro No. (12)	Pro % (13)	Dropped No. (14)	Dropped % (15)	With No. (16)	With % (17)	Retention Ratio[3] (18)
21	27	22	3.99	4.06	.07	.44	0	0	20	90	1	5	1	5	0	0	.78
22	11	10	3.89	4.15	.26	.29	2	20	7	70	1	10	0	0	0	0	.91
23	18	15	4.09	3.97	.12	.30	0	0	13	87	1	7	0	0	1	6	.78
24	5	5	4.36	3.59	.77	-.27	0	0	3	60	0	0	2	40	0	0	.60
25	10	7	4.54	4.13	.41	.51	0	0	7	100	0	0	0	0	0	0	.70
26	57	39	4.11	3.71	.40	.08	1	2	32	82	3	8	3	8	0	0	.65
27	25	23	4.41	3.92	.49	-.21	0	0	20	87	2	9	1	4	0	0	.88
28	40	34	3.99	3.84	.15	.15	1	3	28	82	3	9	1	3	1	3	.80
29	6	4	3.95	4.20	.25	.23	0	0	4	100	0	0	0	0	0	0	.67
30	20	15	4.10	3.88	.22	.27	0	0	12	80	2	13	1	7	0	0	.70
31	37	31	4.31	4.16	.15	-.33	1	3	28	91	0	0	1	3	1	3	.78
32	13	9	4.08	3.88	.20	.17	0	0	9	100	0	0	0	0	0	0	.69
33	6	3	4.33	3.75	.58	-.19	0	0	2	67	1	33	0	0	0	0	.50
34	8	7	4.16	4.01	.15	.23	0	0	6	86	1	14	0	0	0	0	.88
35	11	9	4.02	3.18	.84	-.48	0	0	7	78	0	0	2	22	0	0	.73
36	13	9	4.12	3.98	.14	.01	0	0	9	100	0	0	0	0	0	0	.69
37	24	20	4.24	3.94	.30	.19	0	0	17	85	2	10	0	0	1	5	.79
38	34	29	4.11	3.91	.20	-.11	0	0	28	97	0	0	0	0	1	3	.82
39	21	17	4.02	3.58	.44	.17	0	0	14	82	2	12	1	6	0	0	.76
All Jr. Col.	817	616	4.16	3.83	.33	.10	11	2	519	84	51	8	22	4	13	2	.72
All 4-Yr. Col.	1136	854	4.05	4.03	.02	.03	50	6	725	85	54	6	10	1	15	2	.77
All Con. Jrs.	3542	2920	4.11	4.17	+.06	-.07	366	12	2418	83	93	3	19	1	24	1	.88

[1]These data only show junior colleges with five or more transfer students in the group.
[2]Academic status: The percentages are based on number of students enrolled in fall, 1974 term (Col. 3).
[3]Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

APPENDIX D

Number,[1] Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfers by Institution of Last Attendance
University of Illinois at Urbana-Champaign
Spring Semester 1975

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-enrolled for Spring 1975 (3)	Mean Pre-Transfer GPA (4)	Mean Fourth Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over Third Term (7)	Academic Status[2] Grad No. (8)	Grad % (9)	Clear No. (10)	Clear % (11)	Pro No. (12)	Pro % (13)	Dropped No. (14)	Dropped % (15)	With No. (16)	With % (17)	Retention Ratio[3] (18)
01	18	7	3.95	3.48	.47	-.11	2	29	4	57	1	14	0	0	0	0	.39
02	30	19	3.98	3.64	.34	-.24	10	53	9	47	0	0	0	0	0	0	.63
03	25	17	4.24	4.39	.15	.30	10	59	7	41	0	0	0	0	0	0	.68
04	9	5	4.32	3.79	.53	.17	0	0	5	100	0	0	0	0	0	0	.56
05	5	3	4.51	3.56	.95	.15	0	0	3	100	0	0	0	0	0	0	.60
06	17	10	4.25	3.46	.79	-.26	5	50	4	40	1	10	0	0	0	0	.59
07	14	9	4.28	3.98	.30	.21	4	44	5	56	0	0	0	0	0	0	.64
08	24	19	4.23	3.92	.31	.09	12	63	6	32	1	5	0	0	0	0	.79
09	6	4	3.92	4.07	.15	.66	2	50	2	50	0	0	0	0	0	0	.67
10	8	1	4.32	2.93	1.39	-.28	0	0	1	100	0	0	0	0	0	0	.13
11	5	5	4.38	4.13	.25	.17	3	60	2	40	0	0	0	0	0	0	1.00
12	8	4	3.77	3.95	.18	-.06	2	50	2	50	0	0	0	0	0	0	.50
13	16	8	4.12	3.70	.42	-.20	6	75	1	13	1	12	0	0	0	0	.56
14	9	7	4.04	4.00	.04	.11	4	57	3	43	0	0	0	0	0	0	.78
15	34	25	4.09	3.87	.22	.04	15	60	9	36	1	4	0	0	0	0	.76
16	113	63	4.18	3.90	.28	.14	36	57	21	33	4	6	0	0	2	4	.57
17	5	3	4.11	3.35	.76	-.40	2	67	0	0	1	33	0	0	0	0	.60
18	33	20	4.29	3.96	.33	.28	6	30	14	70	0	0	0	0	0	0	.70
19	39	25	4.11	3.92	.19	.11	13	52	10	40	2	8	0	0	0	0	.64
20	13	10	4.31	4.05	.26	.25	4	40	6	60	0	0	0	0	0	0	.77
21	27	22	3.88	4.07	.19	.01	11	50	9	40	1	5	1	5	0	0	.78
22	11	7	3.79	4.00	.21	-.15	6	86	1	14	0	0	0	0	0	0	.82
23	18	14	4.09	3.67	.42	-.30	7	50	7	50	0	0	0	0	0	0	.78
24	5	4	4.52	4.36	.16	.77	2	50	1	25	1	25	0	0	0	0	.80
25	10	7	4.54	4.10	.44	-.03	3	43	4	57	0	0	0	0	0	0	.70

[1]These data only show junior colleges with five or more transfer students in the group.

[2]Academic Status: The percentages are based on the number of students enrolled in spring 1975 term (Col. 3).

[3]Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

APPENDIX D (Cont.)

Number,[1] Grade Point Average, and Academic Status of Fall, 1973 Junior College Transfers by Institution of Last Attendance
University of Illinois at Urbana-Champaign
Spring Semester 1975

College Code (1)	Number Fall 1973 Transfer Students (2)	Number Re-enrolled for Spring 1975 (3)	Mean Pre-Transfer GPA (4)	Mean Fourth Term GPA (5)	Drop in Mean GPA (6)	Increase in Mean GPA Over Third Term (7)	Academic Status[2] Grad No. (8)	Grad % (9)	Clear No. (10)	Clear % (11)	Pro No. (12)	Pro % (13)	Dropped No. (14)	Dropped % (15)	With No. (16)	With % (17)	Retention Ratio[3] (18)
26	57	32	4.08	3.98	.10	.27	16	50	13	41	2	6	0	0	1	3	.58
27	25	23	4.38	4.18	.20	.26	19	82	2	9	2	9	0	0	0	0	.92
28	40	30	3.96	3.97	.01	.13	18	60	11	37	1	3	0	0	0	0	.78
29	6	4	3.97	4.73	.76	.53	3	75	0	0	0	0	0	0	1	25	.50
30	20	14	4.08	3.95	.13	.07	7	50	6	43	1	7	0	0	0	0	.70
31	37	28	4.36	4.16	.20	0	18	64	8	29	2	7	0	0	0	0	.78
32	13	9	4.08	3.93	.15	.05	4	45	3	33	2	22	0	0	0	0	.69
33	6	3	4.33	3.92	.41	.17	1	33	2	67	0	0	0	0	0	0	.50
34	8	6	4.26	4.39	.13	.38	2	33	4	67	0	0	0	0	0	0	.75
35	11	4	4.26	4.01	.25	.83	1	25	3	75	0	0	0	0	0	0	.31
36	13	10	4.07	3.86	.21	-.12	6	60	2	20	1	10	0	0	1	10	.69
37	24	19	4.23	4.00	.23	.06	9	48	8	42	1	5	1	5	0	0	.75
38	34	29	4.11	3.96	.15	.05	15	52	13	45	0	0	0	0	1	3	.82
39	21	13	4.00	3.50	.50	-.08	11	85	2	15	0	0	0	0	0	0	.62
All Jr. Col.	817	542	4.17	3.96	.21	.13	295	55	213	39	26	5	2	**	6	1	.67
All 4-Yr.Col.	1136	745	4.03	4.12	.09	.09	377	51	346	47	16	2	3	**	3	**	.73
All Con. Jrs.	3542	2367	4.13	4.19	.06	.02	1992	84	346	15	19	1	3	**	7	**	.83

[1]These data only show junior colleges with five or more transfer students in the group.
[2]Academic Status: The percentages are based on the number of students enrolled in spring, 1975 term (Col. 3).
[3]Retention Ratio: The proportion of total fall 1973 group which has been graduated or completed the term on clear or probationary status.

**Less than 1%.

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